

Research Article

# Implementation of Pakem by Teachers as an Effort to Grow Self-Confidence in Students in Outlying Areas

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**Abstract:** This study explores the contribution of the PAKEM (Participatory, Active, Creative, and Fun) learning model in enhancing students' self-confidence in outlying areas, particularly in Hoi Village, Oenino District, South Central Timor Regency. The research is motivated by the low self-confidence among students, caused by limited parental support, social pressures, and geographical and economic challenges that hinder effective learning and personal development. The study aims to identify teacher strategies in fostering student confidence and improving academic performance in this rural context. Using a qualitative approach, the study involves literature review and interviews with three informants: two elementary school teachers who also provide free tutoring outside school hours, and one local resident who acts as a direct observer of student behavior and engagement. The findings show that the PAKEM model significantly boosts student self-confidence through engaging, contextual, and enjoyable learning processes. Pedagogically sensitive teachers are able to create inclusive and supportive environments, encouraging students to express themselves, collaborate with peers, and participate actively in the learning process. These teachers also demonstrate a deep understanding of local culture and student needs, which further strengthens the learning experience. Although challenges such as limited instructional time, variations in student character, inadequate facilities, and an imbalanced teacher-student ratio persist, the implementation of PAKEM proves effective in motivating students and rebuilding their self-image. In conclusion, PAKEM is not merely a teaching method but a transformative pedagogical approach. It addresses students' psychological barriers, fosters self-esteem, and helps establish a strong foundation for academic achievement and character development. This study highlights the vital role of innovative, inclusive pedagogy in remote education and the dedication of teachers in shaping positive, long-term student outcomes.

**Keywords:** learning motivation, Marginalized students, PAKEM, Self confidence, Teacher pedagogy

## 1. Introduction

In outlying areas such as Hoi Village, Oenino District, there are still school-age children who face various challenges in the education process (Fatimah & Holilah, 2025). One of the main causes is the lack of support from parents (Suprihatin & Sunarsi, 2021). This was confirmed by the first informant: "in his observations there are still students who lack self-confidence. The reason is that children do not get full support from their parents so we as teachers must provide more motivation to build their self-confidence". Children are often asked to help with household chores during their study time. As a result, the time that should be used for studying is wasted, and this hinders their learning process. This condition not only has an impact on academic achievement, but also creates a dilemma for these children.

In addition, many parents are too busy with their daily work (Purnomo & Ningsih, 2020) so they do not have time to accompany their children in doing their schoolwork. Lack of guidance and attention from parents causes children to feel neglected. Without adequate guidance (Kuswantini & Priyanti, 2024), children have difficulty understanding the subject matter, which ultimately reduces their interest and motivation to learn (Taofik Hidayat & Kurniawati, 2023). This lack of support (Lisna Amelia, 2023) also places a heavy psychological burden (Riska et al., 2025), exacerbating the feelings of alienation and incomprehension experienced by children in the area.

In addition, bullying from peers (Moh Anang Zulqurnain & Mohammad Thoha, 2022) is a social problem that worsens children's conditions (Komparasi et al., 2021). Children who lack self-confidence and feel isolated are often the targets of bullying. As a result, they lose

their enthusiasm for learning and experience emotional stress such as anxiety and fear (Saragih & Soetikno, 2023). This unsupportive social environment creates a negative cycle that is difficult to break, where children feel increasingly isolated and helpless.

Internal factors such as self-concept (Sholiha & Aulia, 2020) also play an important role in children's self-confidence. Children who do not receive positive support from their environment, especially from parents and teachers, tend to have a negative view of their academic abilities. When they start to doubt their own abilities, they avoid active participation in class, feeling that all their learning efforts are in vain (Asqia, 2024). This lack of self-confidence (Fitri et al., 2018) not only hinders academic development but also impacts their overall emotional well-being.

Therefore, the role of parents and teachers (Alkhofiyah, 2021) is very crucial in building children's self-confidence and enthusiasm for learning. Emotional support and teacher involvement in the educational process can be a strong foundation for children's academic progress. Active and caring teachers are able to help children overcome various challenges and create a positive, accepting, and emotionally safe learning environment.

In response to these challenges, teachers have a strategic role to create a learning atmosphere that can restore children's enthusiasm and self-confidence. One relevant and solution-oriented approach is the application of the PAKEM learning model (Participatory, Active, Creative, and Enjoyable). This model places students as active subjects in the learning process, providing space for expression, participation, and developing potential in a fun way. In this context, teachers not only deliver material, but also become facilitators who build positive interactions and support students' emotional needs. PAKEM is a strategic alternative in overcoming learning barriers experienced by children in remote areas, as well as an effort to create a friendly, inclusive learning environment that builds self-confidence.

This study aims to determine self-confidence in marginal students in Hoi Village and learning strategies applied by teachers to improve student learning achievement. The strategy used is to apply the PAKEM learning method. This study will present a discussion of the implementation of the PAKEM model, teacher pedagogical abilities and student self-confidence.

## 2. Literature Review

### 2.1. PAKEM Learning Model

PAKEM learning method (PAKEM Learning) Active, Creative, Effective, and Enjoyable) is implementation real from four main pillars education according to UNESCO, namely learning to know, learning to do, learning to be, and learning to live together. In PAKEM, students are not only objects of learning, but also active subjects in the learning process. Teachers act as facilitators who encourage students to explore their own potential through exploration, discussion, and problem solving independently or in groups. This approach creates a fun learning atmosphere and stimulates students' curiosity, so that they are more involved and responsible for their learning process.

One of the main advantages of PAKEM is its ability to improve student achievement and learning quality. This model encourages students to understand concepts in depth, not just memorize them. When students actively participate and are creative in learning, there is an increase in motivation and interest in the lesson (Rejeki, 2020). Various studies have shown that the implementation of PAKEM consistently has a positive impact on students' academic achievement, both in exact subjects such as mathematics, physics, and chemistry, as well as in social and language subjects such as English and literature (Sadwika & Liska, 2022), including poetry.

In addition, PAKEM is also an effective solution in overcoming challenges in teaching difficult materials (Santoso et al., 2023). By providing space for students to ask questions, try, and express opinions, teachers can break down complex concepts into easier to understand (Pembelajaran et al., 2021). In mathematics and science lessons, for example, the use of teaching aids, experiments, and interactive simulations makes concepts more concrete. Meanwhile, in language and poetry learning (Simamora et al., 2023), students can express their understanding through drama, music, or other creative media. Thus, PAKEM is not just a method, but a transformative approach (Khakim et al., 2025) that enriches students' learning experiences holistically.

## 2.2. Ability Teacher Pedagogy

The teacher's belief that every child own ability unique that is necessary explored is matter absolute (Fitria et al., 2024) . Therefore , the ability pedagogical a teacher does not only lies in mastery teaching materials , but also on sensitivity in understand self confidence every students (Sakti & Sit, 2024) . Teachers who have empathy and compassion , pureness of heart will capable build bridge emotional between himself and the participants didik (Interpersonal et al., 2019) . As a teacher, she realizes that every child comes to the classroom with different backgrounds, strengths, and weaknesses (Gratia et al., 2021) . In this context, she becomes a figure who does not just teach, but is present as a patient companion, understanding students' doubts about their self-image, and helping them go beyond the limits they thought were impossible (Saih, 2024) .

In addition, with strong pedagogical skills, teachers can translate abstract materials into the context of students' real lives. This process makes learning relevant and easy to digest, so that students feel able to understand and master the material. When students begin to feel successful in the learning process, their self-confidence slowly grows (Kepercayaan et al., 2020) . Teachers who believe in their students' potential will motivate them to keep trying, give them room to "fail," and rise with new enthusiasm (Mulya et al., 2020) . This is the essence of pedagogy that leaves an impression and builds courage in students to become the best version of themselves.

## 2.3. Student Self Confidence .

Self confidence or trust self is aspect important in development personality student However No grow in a way instant (Rais, 2022) . The three informants said that in teaching and learning activities, there were children who lacked self-confidence. The reason is that children do not get full support from their parents (Macarau & Stevanus, 2022) so we as teachers provide more motivation to foster their self-confidence. Self-Confidence is formed through external factors such as family, social environment, and educational institutions such as schools. A supportive environment, where students feel accepted without subjective judgment, greatly influences the formation of self-confidence. When students do not feel judged by peers or teachers (Lukman & Nirwana, 2019) , they will be more comfortable showing their identity and potential in full.

In an emotionally safe classroom environment, students are given space to express their opinions without fear of being wrong (Putri, 2022) . Teachers who provide “space for error” and do not immediately judge students’ failures actually help them grow and learn from the process (Pambudi et al., 2023) . The teacher’s empathetic attitude, as well as the verbal support provided by peers, create an atmosphere that encourages self-exploration. Students will be more courageous in speaking up, asking questions, and trying new things that they might have previously avoided for fear of being criticized.

Maturity of self-confidence is not only seen from the attitude of daring to appear in public, but also seen in the academic achievements and social skills of students (Faiser & Candra, 2022) . Students who have self-confidence tend to be more active in learning, are not afraid to face academic challenges, and are better able to manage failure as part of the learning process. This has a direct impact on improving learning achievement because students are more focused and diligent in completing their tasks.

Furthermore, confident students also demonstrate good social and adaptive skills. They can establish healthy relationships with others, resolve conflicts maturely, and adapt to new situations, both inside and outside the school environment. Therefore, building self-confidence from an early age is an integral part of educational tasks that not only aim to educate, but also shape the character of students who are strong and independent.

## 3. Research Methods

In this study, the researcher used a qualitative approach with a literature study method as an initial basis for exploring the concept and contribution of the PAKEM learning model to increasing students' self-confidence. Literature studies were conducted to identify relevant previous theories and findings, especially those related to participatory, active, creative, and enjoyable learning, and their relationship to the formation of students' self-confidence. The results of this study provide adequate conceptual footing and framework for researchers to explore the phenomena in the field in a more focused and in-depth manner.

As a complement and to deepen the data, the researcher also conducted interviews with three informants who were selected purposively because they were considered to have experience and direct involvement in learning activities that support the development of student self-confidence. The first two informants were public school teachers who also voluntarily opened free tutoring for children outside school hours. While the third informant was a local resident who knew the two teachers well and was often present to witness the tutoring activities directly. Thus, the data from this interview were combined and compared with the results of the literature study, resulting in a comprehensive and thorough analysis of the real contribution of the PAKEM learning model in shaping student self-confidence in the context of local education.

## 4. Results and Discussion

### 4.1. Significance of PAKEM Learning Model for Students' Self Confidence.

The PAKEM learning model provides ample space for students to be actively involved in the learning process (Somayana, 2020). Informant two said that students' enthusiasm tends to increase when they are given the opportunity to try, compare and create something. According to informant one, the PAKEM model is different from the lecture model which tends to be one-way and easily forgotten, learning with the PAKEM approach is concrete and applicable, and effective. For example, when students are asked to design a spatial model, they not only understand the shape and formula, but also experience the process of building and creating. This activity makes learning meaningful and lasts longer in memory, so they are more confident to repeat or apply it in the future (Rejeki, 2020).

One of the significant impacts of the PAKEM model is the growth of students' self-confidence in their potential (Wasli, 2023). It was acknowledged by the confirming informant that in participatory learning, students are given space to express their opinions, experiment, and develop solutions to the problems being discussed. So that through this approach, students who initially did not have ideals or directions in life began to show enthusiasm and vision for learning after studying the stories of successful figures. Informants one and two concluded that children became more motivated because they felt close to and embraced the material presented. This shows that PAKEM not only equips students with knowledge, but also ignites the fire of inspiration and belief (Vikram et al., 2024).

The PAKEM model is also effective in developing higher order thinking skills (HOTS) (Apriliya, 2024). Learning does not stop at memorizing or mastering basic concepts alone, but is expanded to analysis, evaluation, and synthesis activities. Informant one admitted that through students' proactive strategies, they were motivated to think critically. Informant two saw that when students were invited to observe phenomena, examine the strengths and weaknesses of an event, and propose solutions to the ongoing crisis, they would eventually find new ideas that had not been previously imagined. Thus, students become more reflective, critical individuals, and have the courage to express their opinions (Suka, 2022). This kind of learning process directly strengthens their self-confidence because they feel recognized and appreciated in their thinking process.

Furthermore, the PAKEM model stimulates students to imagine and project their future with optimism and self-confidence (Eva, 2018). Informant one always uses contextual successful figures such as Nono, the international math olympiad champion from NTT, then Joni Kala, a junior high school student climbing the flagpole while commemorating the 17th August 2018 anniversary who is also a child of NTT, to motivate students in engineering their future. In a fun and supportive learning atmosphere, students feel free to express their ideas and hopes. When they are encouraged to explore their potential and create something from their own ideas, as conveyed by informant two that there are children who aspire to become government officials like Mr. Joko Widodo who has a background as a furniture entrepreneur, strong internal motivation emerges. Even ideals that were previously considered impossible become possible because of the self-confidence that grows naturally from within the students. PAKEM fosters the courage to dream and becomes the driving force to make it happen (Ikhsan, 2022) through a liberating and empowering learning process.

### 4.2. Teacher Skills in Managing Learning Through the PAKEM Model

In implementing the PAKEM (Participatory, Active, Creative, and Fun) learning model, the main skills that teachers must have are the ability to read student characteristics and identify the missing of them, namely learning needs that have not been met (Almujab, 2023)

. Informant one said that not all students have the same needs. They have different backgrounds in parenting and economics, therefore their treatment must be according to their needs. Every child has a different background, abilities, and learning styles, so a uniform approach will not be effective. Therefore, informant one further emphasized that teachers need to conduct an initial assessment carefully to understand the strengths and weaknesses of each student. This process is the basis for designing learning strategies that are more targeted, personal, and responsive to the individual needs of children (Hanaris, 2023) .

In addition to understanding students' needs, informant two said that teachers are also required to continuously upgrade themselves. In the context of Hoi Village, limited facilities and resources should not be a barrier to the learning process (Muliani, 2022) . Informant two acknowledged that teachers are required to be creative in utilizing local resources and available contextual aids. For example, explaining the heliocentric concept does not have to be with sophisticated laboratory equipment, but is sufficient by using a plastic ball and flashlight to demonstrate the rotation and revolution of the earth. The teacher's ability to transform abstract material into concrete is an important skill in making learning more down to earth and understandable to students (Nugroho et al., 2025) . The confirming informant witnessed that the two teachers always used examples that were around them but were packaged so interestingly that the lessons came alive.

The implementation of the PAKEM model also requires teachers' courage to design learning that is relevant to the real conditions of students and the surrounding environment (Dewi et al., 2025) . Informant one said that without relevant learning, lessons become unclear. This means that teachers must be able to create active and participatory learning scenarios, but still consider the limitations of facilities, student characteristics, and overall class dynamics. According to informant two, PAKEM is not just a method, but an educational philosophy that positions students as active, creative, and emotionally and intellectually empowered learning subjects. Thus, teachers act as facilitators who are able to open up space for exploration and dialogue (Itriani et al., 2023) in learning.

Then, another important skill is the teacher's ability to stimulate and utilize feedback from students continuously. Informant two always uses free time during breaks to tell stories and listen to responses from students about the subject matter. This feedback not only functions as a formative assessment, but also as a bridge of communication between teachers and students to understand the ongoing learning process. Informant one is of the opinion that a competent teacher will pick up signals from students, both verbal and non-verbal, and adjust their learning approach to be more effective. Thus, the assessment system is not always administrative, but also comes in the form of reflective interactions that help students grow in a supportive and enjoyable learning atmosphere (Razak et al., 2023) .

#### 4.3. Factors Inhibiting Student Self Confidence in PAKEM Model Learning

Recognized by both informant about factor the main thing that hinders growth student self confidence in PAKEM model learning is level openness very varied children (Setyasari et al., 2025) . In one class , teachers are faced with a variety of character students , start from a shy child , a child who experiences rejection , until children who are victims of bullying or bullying . On the other hand informant two said that there are also actual children have a sense of trust self Enough high , but No given adequate space For express yourself and grow . Conditions This make part student choose to be quiet, no active , and close self in the learning process . If the teacher does not sensitive and responsive to background behind emotional and social students , then the ideal PAKEM learning model participatory and fun precisely No capable touch need inner they , moreover to awaken trust self .

Both informants acknowledged that time constraints in learning were also a major challenge (Sayurmatangi, 2023) . Learning with the PAKEM model that involves exploration, discussion, and experimentation certainly takes longer than conventional lecture methods. Moreover, when the student's background shows weaknesses in self-confidence , the process of inviting them to actively participate will require more time and a personal approach. Differences in students' absorption of subject matter, where some are quick to grasp, while others are slow, add to the complexity. Therefore, informant one said that teachers need to regulate the rhythm of learning so as not to leave behind the slow and not make the quick to feel bored.

In addition, the unbalanced ratio between the number of educators and students is a significant inhibiting factor. The confirming informant saw that the two teachers were tired, exhausted because they were unable to handle all the children. He further said that the enthusiasm of children in Hoi Village towards varied learning models such as PAKEM was very high because they rarely got interesting and interactive learning experiences. However, when

the number of students in an informal study group or tutoring (*bimbel*) can reach 25 to 30 children, and there are only two teachers guiding, there is great pressure in class management. Therefore, according to the first two informants, they as teachers must divide their attention, energy, and approach evenly, which in practice is very difficult to do effectively. As a result, not all children get the opportunity to be guided personally, which is important for building their self-confidence. This imbalance can hinder the process of strengthening self-confidence, especially for children who need more attention because of their social and emotional backgrounds.

#### 4.4. Advantages of PAKEM Learning Model in Growing Self Confidence

According to the confirming informant, the PAKEM (Active, Creative, Effective, and Enjoyable Learning) learning model provides ample space for teachers to deliver lesson materials in a simple and contextual way (Lubis et al., 2023). Material that was initially considered difficult by students can be understood more easily because teachers use an approach that is relevant to the students' world (Supriyanto Manurung & Halim, 2021), including using visual aids, games, group discussions, and direct practice (Triningsih et al., 2024). Informant one argued that in this process, students not only understand the lesson, but are helped to experience self-image recovery because they feel understood, appreciated, and supported. When students feel able to understand the lesson, their self-confidence grows which becomes a strong foundation in the long-term learning process.

It was acknowledged by both informants that the relationship between teachers and students in PAKEM learning is also more humanistic and emotional. (Titin Fatimah et al., 2022) They as teachers are no longer stiff and scary figures, but rather present as warm and empathetic mentors. Students feel comfortable expressing their confusion, both related to lessons and personal life, including problems at home or emotional stress they experience. This emotional closeness opens up a space for psychological recovery for students, which then has a direct impact on their self-confidence (Titin Fatimah et al., 2022). The confirming informant said that when students feel accepted and not judged, they are more courageous to try, ask questions, and show their true selves honestly.

Especially for children in Hoi Village who tend to like physical activities, experiments, and challenges, the PAKEM model provides ample space to channel their energy and creativity (Zainuddin & Fatoni, 2021). The confirming informant continued that the learning pattern involving direct practice, experiments, group work, and exploration of the surrounding environment is very suitable for them. These children actually feel more enthusiastic when given the challenge to try new things, which they often consider as a form of trust from the teacher in their abilities. It was emphasized by both informants that when these children feel able to do something valuable in the learning process, they not only become more confident, but also discover previously hidden potential (Watu, 2022).

## 5. Discussion

The implementation of the PAKEM (Participatory, Active, Creative, and Enjoyable) learning model has proven effective in fostering students' self-confidence in remote areas. PAKEM learning provides space for students to actively participate, explore their abilities, and express their ideas and feelings in a fun and supportive atmosphere. Teachers act as facilitators who understand students' individual learning needs, pay attention to their social and emotional backgrounds, and create a psychologically safe classroom environment.

Contextual learning strategies, the use of simple yet relevant tools, and a humanistic approach strengthen teacher-student relationships and increase student confidence in the learning process. However, there are several inhibiting factors such as variations in the level of student openness, time constraints, and an unbalanced teacher-student ratio, which are challenges in implementing the PAKEM model. Even so, this model still has a significant positive impact, especially in building students' self-confidence, motivation to learn, and independence in facing academic and social challenges. Therefore, PAKEM is worthy of consideration as the main pedagogical approach in educating children in remote areas, especially to build students' characters who are confident, creative, and resilient.

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